Distributed Leadership & Teaming

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut

October 1 2012

www.pbis.org  www.scalingup.org  www.cber.org

PURPOSE
Describe practices, systems, & behavior of effective leadership
for durable PBIS implementation

“Notes to Self”

- Emphasize & review core PBIS features
- Focus leadership behaviors
- Show evidence-base
- Link leadership & student outcomes
- Emphasize smart teaming
- Build on implementation framework

“Notes to Self”

Emphasize & review core PBIS features
Focus leadership behaviors
Show evidence-base
Link leadership & student outcomes
Emphasize smart teaming
Build on implementation framework

1 million workers, 80,000 managers, 400 companies

Predictable work environments are places where employees
(Buckingham & Coffman 2002, Gallup)

1. Know what is expected
2. Have materials & equipment to do job correctly
3. Receive recognition each week for good work.
4. Have supervisor who cares, & pays attention
5. Receive encouragement to contribute & improve
6. Can identify person at work who is “best friend.”
7. Feel mission of organization makes them feel like their jobs are important
8. See people around them committed to doing good job
9. Feel like they are learning new things (getting better)
10. Have opportunity to do their job well.

1 million workers, 80,000 managers, 400 companies

Predictable work environments are places where educators, students, family members, etc.

1. Know what is expected
2. Have curriculum & instruction to do job correctly
3. Receive recognition for demonstrating expectations.
4. Have teacher/parent/principal who cares, & pays attention
5. Receive encouragement to contribute & improve
6. Can identify someone who they can relate to.
7. Feel mission of classroom/school makes them feel like their efforts are important
8. See students/teachers/principals around them committed to doing good job
9. Feel like they are learning new things (getting better)
10. Have opportunity to do their learning/teaching well.
To receive positive ratings on previous, managers must do 4 things well:

- When selecting someone, they select for talent...not simply experience, intelligence, or determination.
- When setting expectations, they define right outcomes...not the right steps.
- When motivating someone, they focus on strengths...not on weaknesses.
- When developing someone, they help him find right fit...not simply the next rung on ladder. (p. 67)

Buckingham & Coffman 2002, Gallup

Effective leaders engage in actions or behaviors & establish working conditions that:

- Emphasize setting clear goals
- Develop strength qualities of teachers
- Organize operation of school for success
- Consider implementation phases, drivers, & processes associated w/ utilization of effective teaching practice
- Promote strengths, talents, & capacities of their workers to achieve specific expectations & outcomes
- Monitor & measure effects of their actions, decisions, & policies w/relevant data

Sugai, Horner, & Lewis, in press

Prevention Logic for All
Bigian, 1995; Mayer, 1995; Walker et al., 1996

- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors
- Eliminate triggers & maintainers of problem behaviors
- Teach, monitor, & acknowledge prosocial behavior
- Redesign of teaching environments...not students

School leadership & contributing factors on student learning.

Academic-Behavior Connection


“Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America’s schools.”

RCT & Group Design PBIS Studies


### Basic “Logic”

**SCHOOL-WIDE**

1. School-wide positive expectations (taught & encouraged)
2. Teaching classroom norms & rules (taught & encouraged)
3. Rate of S/B ratios to 1:1 negative adult-student interaction
4. Active supervision
5. Procedures for minor, infrequent behavior errors
6. Frequent presentations to clerical errors
7. Effective academic instruction & curriculum

**CLASSE**

1. Classroom-wide positive expectations (taught & encouraged)
2. Teaching classroom norms & rules (taught & encouraged)
3. Rate of S/B ratios to 1:1 negative adult-student interaction
4. Active supervision
5. Procedures for minor, infrequent behavior errors
6. Frequent presentations to clerical errors
7. Effective academic instruction & curriculum

**NONCLASSROOM**

1. Positive expectations & norms (taught & encouraged)
2. Active supervision by all staff (taught & encouraged)
3. Procedures & reminders
4. Positive reinforcement

**FAMILY ENGAGEMENT**

1. Consistency of positive behavior support for all families
2. Frequency, regular parent contacts, communication, & interventions
3. Formal & active participation & involvement in school
4. Access to system of integrated school & community resources

### SWPBS Practices

- School-wide
- Classroom
- Non-classroom

- Student & Family

- Smallest #
- Evidence-based
- Biggest, durable effect

### Supporting Social Competence & Academic Achievement

**OUTCOMES**

- Staff Behavior
- Student Behavior

**DATA**

- Supporting Decision Making

**PRACTICES**

- Supporting Social Competence & Academic Achievement

**SYSTEMS**

- CULTURALLY KNOWLEDGEABLE
- CULTURALLY EQUIitable
- CULTURALLY VALID

**DECISION**

- Start as effective, efficient, relevant, durable
## Smart Teaming

### General Implementation Process: "Getting Started"

1. **Team Agreements**
2. **Data-based Action Plan**
3. **Implementation**
4. **Evaluation**

### Working Smarter

<table>
<thead>
<tr>
<th>Initiative, Project, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/ etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Education Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DARE Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sample Teaming Matrix

<table>
<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td>Character Improvement</td>
<td>Improve character</td>
<td>Improve character</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>Marlee, J.S., Ellen</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>School Spirit</td>
<td>Enhance school spirit</td>
<td>Improve morale</td>
<td>All students</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Marlee, J.S., Ellen</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>DARE</td>
<td>Prevent drug use</td>
<td>High-risk</td>
<td>Don</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance academic engagement, improve grades</td>
<td>Eric, Ellen, Marlee, Otis, Emma</td>
<td>Goal #2, Goal #3</td>
<td></td>
</tr>
</tbody>
</table>
### Basic Meeting Structure

**Before**
- Identified needs
- Planning

**During**
- Purpose & outcomes
- Key members
- Contact
- Agenda
- Materials
- Precorrect

**After**
- Summary of outcomes & agreements
- Follow-up & evaluation

### Meetings

<table>
<thead>
<tr>
<th>Preparing</th>
<th>Conduct</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose &amp; outcome</td>
<td>Outcomes</td>
<td>Follow-up</td>
</tr>
<tr>
<td>Key members</td>
<td>Organizer</td>
<td>Acknowledgments</td>
</tr>
<tr>
<td>Contact</td>
<td>Roles &amp; responsibilities</td>
<td>Tasks &amp; responsibilities</td>
</tr>
<tr>
<td>Agenda</td>
<td>Rules &amp; agreements</td>
<td>Impact &amp; outcomes</td>
</tr>
<tr>
<td>Materials</td>
<td>Review frequently</td>
<td>Next meeting</td>
</tr>
<tr>
<td>Precorrect</td>
<td>Action planning</td>
<td></td>
</tr>
</tbody>
</table>

### Agreements & Routines

- Solving problems & resolving conflicts
- Achieving agreements & making decisions
- Specifying measurable outcomes
- Setting/modifying agenda & minutes
- Establishing roles/responsibilities
- Providing opportunities for participation & contributions

### Implementation Framework

### Systems Implementation Logic

<table>
<thead>
<tr>
<th>Effective</th>
<th>Efficient</th>
<th>Relevant</th>
<th>Durable</th>
<th>Scalable</th>
<th>Logical</th>
</tr>
</thead>
</table>

### Improvement

<table>
<thead>
<tr>
<th>EFFECTIVE</th>
<th>NOT EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Student Benefits</td>
<td></td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009
Stages of Implementation

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

Where are you in implementation process?

Adapted from Fixsen & Blase, 2005

- **Exploration & Adoption**
  - We think we know what we need, so we ordered 3 month free trial (evidence-based)
  
- **Installation**
  - Let’s make sure we’re ready to implement (capacity infrastructure)
  
- **Initial Implementation**
  - Let’s give it a try & evaluate (demonstration)
  
- **Full Implementation**
  - That worked, let's do it for real (investment)
  
- **Sustainability & Continuous Regeneration**
  - Let’s make it our way of doing business (institutionalized use)

Stages of Implementation

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should we do it</td>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Getting it right</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
</tr>
<tr>
<td>Making it better</td>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td></td>
<td>Elaboration</td>
<td>Expand the program/practices to other locations, individuals, times, adjust from learning in initial implementation.</td>
</tr>
<tr>
<td></td>
<td>Continuous Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
</tr>
</tbody>
</table>

Implementation Phase Big Ideas

- Move toward sustainable local implementation capacity
- Monitor fidelity & progress continuously for decision making
- Establish implementation capacity at multiple levels
- Consider other & related initiatives & efforts
Upcoming Events

- New England PBIS
  Norwood, MA
  2 Nov 2012

- NW PBIS Implementation Forum
  Bellevue, WA
  5-6 Nov 2012

- Association for PBS
  San Diego, GA
  27-30 Mar 2013

- Northeast PBIS Leadership
  Cromwell, CT
  16-17 May 2013

- PBIS Leadership
  Chicago, IL
  17-18 Oct 2013